Provincial Report

Social Studies 30
Grade 12 Diploma Examination

April 1984

Student Evaluation

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TABLE OF CONTENTS

	PAGE
PREFACE	iii
ACKNOWLEDGMENTS	iv
CHAPTER 1: GRADE 12 DIPLOMA EXAMINATIONS PROGRAM	1
Introduction	1
General High School Diploma	1
Advanced High School Diploma	1
Awarding of Course Credits	1
Transitional Provisions	2
Award of Excellence	2
CHAPTER 2: EXAMINATION DESIGN, DEVELOPMENT, AND DESCRIPTION	3
Content	3
General Format	3
Total Examination	3
Part A: Multiple-Choice Questions	3
Part B: Written Response	3
Preparation of the Examination	4
Specific Design Considerations	4
Blueprint for the Social Studies 30 Diploma Examination	4
Reporting Categories for Multiple-Choice Items	7
Sample Items	8
Multiple Choice	8
Written Response	13
CHAPTER 3: ADMINISTRATION OF THE EXAMINATION	15
CHAPTER 4: SCORING OF WRITTEN RESPONSE	17
Selection of Markers	17
Training	17
Marking	17
Reliability Reviews	19
Discrepant Papers	19
CHAPTER 5: RESULTS AND OBSERVATIONS	21
Total Examination Results	21
Standard-Setting	21
Relationship Between Examination Marks and School-Awarded Marks	22
Results for Part A: Multiple-Choice Questions	23
Item Response Frequencies for Multiple-Choice Questions	24
Discussion of Selected Items	25
Results for Part B: Written Response	25
Summary of Observations	26
APPENDIX A: SOCIAL STUDIES 30 SCORING SHEET	27
APPENDIX B: INDIVIDUAL MARKER PERFORMANCE REPORT	28

LIST OF FIGURES

FIGURE		PAGE
1	Sample Multiple-Choice Questions	9
2	Written-Response Questions	13

LIST OF TABLES

TABLE		PAGE
1	Social Studies 30 Diploma Examination Blueprint Part A: Multiple-Choice Questions	5
2	Social Studies 30 Diploma Examination Blueprint Part B: Written Response	6
3	Reporting Categories	7
4	Social Studies 30 Diploma Examination: Summary of Descriptors and Criteria for Scoring	18
5	Total Examination Results	21
6	Percentage Distribution of A's, B's, C's, and F's	22
7	Results for Part A: Multiple-Choice Questions	23
8	Item Response Frequencies	24
9	Results for Part B: Written-Response Section	25

PREFACE

This report presents the provincial results of the Social Studies 30 Diploma Examination administered on January 30, 1984. During this first administration, the Social Studies 30 Diploma Examination was written by 7209 students. This report is intended to provide more information about the examination development process, the examination itself, and the examination results.

ACKNOWLEDGMENTS

This first administration of the Social Studies 30 Diploma Examination was successful due to the concerted effort of all involved. Success would have been impossible without substantial contributions from many people, particularly the administrators, teachers, and students, who extended their full co-operation.

The technical expertise and advice received from the Examination Review Committee regarding design, development, and reporting have been particularly valuable in the implementation of this diploma examination. This Committee has representation from:

The Alberta Teachers' Association
The Conference of Alberta School Superintendents
The Universities' Co-ordinating Council
The Public Colleges of Alberta
Alberta Education

The contribution made by this group is gratefully acknowledged.

Lloyd E. Symyrozum
Director
Student Evaluation Branch

CHAPTER 1

GRADE 12 DIPLOMA EXAMINATIONS PROGRAM

Introduction

All Grade 12 students in Alberta are now required to write at least ONE diploma examination to receive a high school diploma. The Grade 12 Diploma Examinations Program, which is an integral part of the high school diploma requirements, is intended to develop and maintain excellence in educational standards through certification of academic achievement.

The Diploma Examinations Program consists of course-specific examinations that are based on the prescribed *Program of Studies for Senior High Schools* for the following Grade 12 (30-level) courses: English 30, English 33, Social Studies 30, Mathematics 30, Biology 30, Chemistry 30, and Physics 30.

Alberta Education issues two distinct high school diplomas: the General High School Diploma and the Advanced High School Diploma.

General High School Diploma

To earn a General High School Diploma, a student must obtain course credit in either English 30 or English 33, and obtain 100 credits distributed over courses as specified in the *Junior-Senior High School Handbook*. Some students who are working toward the general diploma may wish to obtain credits in other diploma examination courses (i.e., Social Studies 30, Mathematics 30, Biology 30, Chemistry 30, and Physics 30). To obtain credits in these courses, a student must also write the appropriate diploma examination regardless of which type of diploma he wishes to receive.

Advanced High School Diploma

The Advanced High School Diploma represents achievement in an academic program that includes language arts (English), social studies, mathematics, and science. To earn an Advanced High School Diploma, a student must satisfy the current course and credit requirements for a General High School Diploma and obtain course credit in English 30, Social Studies 30, Mathematics 30, and ONE of Biology 30, Chemistry 30, or Physics 30.

Awarding of Course Credits

To obtain credit in a Grade 12 (30-level) course, a student must earn a final mark of 50% or better. To obtain credit in a Grade 12 (30-level) diploma examination course, a student must write the appropriate diploma examination and attain a final blended mark of 50% or better. The "final blended mark" is made up of 50% of the mark awarded by the school and 50% of the diploma examination mark. For example, a student taking Social Studies 30 might have a mark of 45% from his school and a mark of 57% on the diploma examination. This student's final mark is the average of the two marks, or 51%. He has therefore earned credits in Social Studies 30 because his final mark is over 50%.

Transitional Provisions

During the 1983-84 school year, Alberta Education will recognize all course credits earned prior to September 1, 1983, for the purpose of awarding the General High School Diploma.

Students who have completed partial requirements for the Advanced High School Diploma prior to September 1, 1983, and who are enrolled in Grade 12 courses during the 1983-84 school year, may apply any of the previously completed required diploma examination subjects toward a diploma, provided they have earned a final course mark of 50% or better in each subject.

Award of Excellence

When a candidate for an Advanced High School Diploma obtains a final average of 80% or higher on the four required diploma examination courses with not less than 65% in any one of these four required courses, he receives an Award of Excellence. This Award of Excellence is noted on the student's Advanced High School Diploma.

When a student writes two or three of the diploma examinations in the sciences (i.e., Biology 30, Chemistry 30, and Physics 30), the highest of these final course marks is used for diploma purposes and in the calculation of the average for the Award of Excellence.

CHAPTER 2

EXAMINATION DESIGN, DEVELOPMENT, AND DESCRIPTION

Content

The Social Studies 30 diploma examination was based on the *1981 Alberta Social Studies Curriculum*. All test items are drawn from the content of the two topics prescribed for Social Studies 30: "Political and Economic Systems" and "Co-operation and Conflict Among States." Content emphasis was derived from Section III of *Curriculum Specifications for Social Studies 30*, "Weightings of Curriculum Specifications for Diploma Examination Purposes." The diploma examination assessed achievement of the objectives related to knowledge, inquiry skills, and valuing; it did not assess achievement of the objectives related to attitude development and to most participation skills.

General Format

Total Examination

The time allotted for the examination was two and one-half hours. The examination consisted of two parts. Part A: Multiple-Choice Questions consisted of 70 items worth 70% of the total examination mark. Part B: Written Response required that students write one essay worth 30% of the total examination mark.

The examination was written in one sitting.

Part A: Multiple-Choice Questions

Questions based on knowledge objectives were drawn from facts, concepts, and generalizations in each of topics A and B of the Social Studies 30 program.

Questions based on inquiry-skill objectives required that students identify the issue; formulate research questions; organize, analyze, and synthesize data; resolve the issue; apply the decision; and evaluate the decision, process, and action.

Questions based on value objectives required that students understand values and demonstrate competencies in analysis of various value positions and in moral reasoning, by distinguishing between different types of arguments.

Part B: Written Response

Students were required to write a complete and unified essay dealing with an issue related to the content of the Social Studies 30 program. A choice of topics was provided — one from Topic A and one from Topic B.

The essay was marked according to the reporting categories indicated in the blueprint for the written-response section (page 6).

Preparation of the Examination

In the preparation of the Social Studies 30 Diploma Examination, teacher-constructed questions were field-tested in high schools throughout the province. Test development specialists, in conjunction with teachers, assembled the examination from suitable questions. Before the examination was administered, it was reviewed by an Examination Review Committee consisting of representatives from the Conference of Alberta School Superintendents, The Alberta Teachers' Association, the Public Colleges of Alberta, the Universities Co-ordinating Council, and Alberta Education.

Specific Design Considerations

Target Mean

The target mean for the Social Studies 30 Diploma Examination was set at 65%.

Reporting Categories

The reporting categories (or subtests) formed the basis for the reporting of examination results to school jurisdictions. Reporting categories are indicated on the blueprints found on pages 5 and 6, and in Table 3 on page 7.

Taxonomic Levels

Approximately 50% of the questions on the examination tested recall or comprehension. The remaining items were designed to test more complex levels of the taxonomy.

Blueprint for the Social Studies 30 Diploma Examination

The design of the multiple-choice and the written-response sections of the Social Studies 30 Diploma Examination is explained in the blueprints on pages 5 and 6. These blueprints are organized according to reporting categories, and show the percentage of marks allotted to each category.

Valuing skills and value concepts from Topic A and Topic B are combined into one reporting category.

Table 1
Social Studies 30 Diploma Examination Blueprint
Part A: Multiple-Choice Questions
(70 % of total examination score)

PROCESSES / REPORTING CATEGORY	CONTENT / REPORTING CATEGORY	5.B VALUE CONCEPTS: Knowledge of competing values and value positions.			6. POLITICAL AND ECONOMIC SYSTEMS: Knowledge of facts, concepts and generalizations related to the world's political and economic systems.						7. CO-OPERATION AND CONFLICT AMONG STATES: Knowledge of facts, concepts and generalizations related to co operation and conflict among states in the 20th century.								TOTAL
		Topic A		Topic B															
		5.4 Individual freedom/ state control	5.5 Individual welfare/ collective good	5.6 Nationalism/ internationalism	6.1 Ideology	6.2 Power and decision-making	6.3 Citizenship	6.4 Leadership	6.5 Individualism	6.6 Collectivism	7.1 Sovereignty	7.2 Territoriality	7.3 Balance of power	7.4 Detente and co-existence	7.5 Imperialism	7.6 Conflict	7.7 Co-operation	7.8 Supra-nationalism	
1. RECALL AND COMPREHENSION: Ability to recall or recognize and the ability to transform into other words.	1.1 Recall 1.2 Understand concepts 1.3 Understand generalizations	4%			16%						16%								36%
2. INQUIRY SKILLS (A): Ability to identify and focus on the issue and to formulate research questions.	2.1 Identify and focus on the issue 2.2 Formulate research questions				3%						3%								6%
3. INQUIRY SKILLS (B): Ability to gather, organize, analyze, evaluate, and synthesize data.	3.1 Gather and organize data 3.2 Analyze and evaluate data 3.3 Synthesize data				9%						9%								18%
4. INQUIRY SKILLS (C): Ability to resolve the issue, apply the decision, and to evaluate the decision, the process, and the action.	4.1 Resolve the issue 4.2 Apply the decision 4.3 Evaluate the decision, process, and action				3%						3%								6%
5.A VALUING SKILLS: Ability to resolve conflicts of competing values.	5.1 Value analysis 5.2 Decision-making 5.3 Moral reasoning	4%																	4%
	TOTAL	8%			31%						31%								70%

Table 2

Social Studies 30 Diploma Examination Blueprint

Part B: Written Response
(30% of total examination score)

Description of Writing Assignment	Reporting Category (Scoring Guide)	Proportion of Total Mark (%) by Reporting Category
One complete and unified essay in which the student integrates steps of the inquiry process in dealing with a given issue	1. Explanation of issue	5%
	2. Description and evaluation of an action	10%
	3. Presentation and defence of a position on the issue	10%
	4. Quality of language and expression	5%
		30%

Reporting Categories for Multiple-Choice Items

To provide information that is both meaningful and reliable, it is necessary to group items into reporting categories (subtests). Each reporting category requires a minimum of six items to achieve statistical reliability. The reporting categories used in the January 1984 Social Studies 30 Diploma Examination and the number of items in each category are given in Table 3.

Table 3
Reporting Categories

Categories	Items	Marks
Process Categories		
1. Recall and Comprehension	5,6,7,8,10,12,21, 22,23,24,26,27,30, 31,32,33,36,37,38, 40,45,46,47,48,49, 52,56,57,58,59,61, 70	32
2. Inquiry Skills: - Identify and focus on the issue - Formulate research questions	15,20,29,41,63,67	6
3. Inquiry Skills: - Gather, organize, analyze, evaluate, and synthesize data	9,11,13,16,17,19,25, 28,34,39,42,53,54,55, 60,62*,64,65	18
4. Inquiry Skills: - Resolve the issue - Apply the decision - Evaluate the decision, process, and action	14,18,35,66,68,69	6
5. Valuing: - Understand values - Develop valuing competencies	1,2,3,4,43,44,50,51	8
	Total:	70
Content Categories		
6. Political and Economic Systems	1 to 35	35
7. Co-operation and Conflict Among States	36 to 70	35
	Total:	70

* Item 62 was deleted from the examination because of a printing error in the source material presented with the item.

Sample Items

Multiple Choice

Sample multiple-choice questions from the Social Studies 30 Diploma Examination are presented in Figure 1 (pp. 9-12). These items serve to illustrate the nature and complexity of the questions appearing on the examination.

Questions 10, 27, and 31 pertain to reporting category 1: Recall and Comprehension. Questions 43 and 44 pertain to category 5: Values (in this case, value analysis and moral reasoning). Question 63 is from category 2: Inquiry Skills (A), the ability to formulate research questions (in this example, to select appropriate resources for research). Questions 64 and 65 are from category 3: Inquiry Skills (B), the ability to analyze data and the ability to synthesize data. Question 66 is from category 4: Inquiry Skills (C), the ability to resolve the issue.

Questions on the examination were arranged by curriculum topic rather than by reporting category. A serious attempt was made to simulate the inquiry process approach within the multiple-choice section of the examination. Students were presented with "families" of items related to a single issue or data source. Within each family of items -- and as much as possible between families -- students followed a logical progression from one question to the next, such that they would be required to identify an issue, identify the underlying value positions or conflict, recall appropriate knowledge, and/or apply their inquiry skills to data. Individual questions were integrated into a logical flow through each topic, similar to the sequence followed in the inquiry process. Psychometric considerations -- especially the need to ensure that each item could be answered correctly, whether or not the student had answered previous items in the sequence correctly -- severely limited the degree of integration that could be achieved. Nevertheless, it was felt that this approach was superior to presenting students with a series of completely unrelated items, or arranging questions by subtests (that is, all value questions, followed by all knowledge questions, and then all skill questions). A typical "family" of items is illustrated by questions 63 to 66 (page 12).

Figure 1
Sample Multiple-Choice Questions

10. An essential difference between a model public enterprise economy and a model market economy is found in the

A. division of labor
*B. ownership of resources
C. rates of exchange
D. interdependence of social classes

27. Representative democracy is based on the principle that

A. citizens influence government decisions through special-interest groups
*B. citizens choose spokesmen to make decisions on their behalf
C. majority rule prevails in legislative decision-making
D. the executive remains in power as long as it retains the confidence of the legislature

31. Recently, democratic governments have been criticized for increasing taxation to redistribute wealth. This criticism is based on the claim that the resulting

*A. decreased business capital leads to unemployment
B. increased business capital leads to decreased investment
C. lowered production encourages consumer spending
D. increased consumer consumption encourages greater unemployment

Continued . . .

* denotes correct answer

Figure 1 (Continued)

Use the information below to answer questions 43 and 44.

FRANZ BLUMENFELD, AGE 23
September 23, 1914 (in the train, going north).

... I want to write to you about something, which, judging from bits in your letters, you haven't quite understood: why I should have volunteered for the war? Of course it was not from any enthusiasm for war in general, nor because I thought it would be a fine thing to kill a great many people or otherwise distinguish myself. On the contrary, I think that war is a very, very evil thing, and I believe that even in this case it might have been averted by a more skilful diplomacy. But, now that it has been declared, I think it is a matter of course that one should feel oneself so much a member of the nation that one must unite one's fate as closely as possible with that of the whole.... What counts is always the readiness to make a sacrifice, not the object for which the sacrifice is made.

This war seems to me, from all that I have heard, to be something so horrible, inhuman, mad, obsolete, and in every way depraving, that I have firmly resolved, if I do come back, to do everything in my power to prevent such a thing from ever happening again....

43. The author of the letter believes MOST strongly in the patriotic values of

A. national freedom and independence
B. national prosperity and achievement
C. concern for national unity and expansion
*D. service and duty to the nation

44. The conflicting beliefs in the letter indicate the author had made a choice between the goals of

*A. nationalism and pacifism
B. liberalism and totalitarianism
C. tradition and change
D. security and survival

Continued . . .

* denotes correct answer

Figure 1 (Continued)

Use the sources below to answer questions 63 to 66.

SOURCE I

SOURCE II

Continued . . .

63. In researching the issue raised, the MOST impartial source would likely be

*A. a UN summary of recent events in Africa
B. a series of articles in the *Johannesburg Transvaaler*
C. a NATO survey of the background to the problem
D. articles published by the Organization of African Unity

64. Which of the following statements is contradicted by the evidence given in the sources?

A. Neither the Sudan nor South Africa receives aid from the superpowers.
B. Suspicion and distrust have motivated superpower involvement in Africa.
*C. Most American involvement in Africa is in the Saharan region.
D. Both superpowers are heavily involved in military aid to many African states.

65. An examination of the sources would tend to support the generalization that

A. African national independence movements have eliminated the last remnants of imperialism

*B. superpower involvement in Africa is similar to imperialist tendencies of the past

C. African national governments cannot pursue their own independent courses of action

D. superpower involvement in Africa dominates the social and economic life of the continent

66. Which action would be MOST acceptable to a person who values national sovereignty for African states?

A. Support a program of UN intervention and control
B. Support a policy of purchasing arms from only one superpower
C. Encourage a program of mutual nuclear disarmament between the superpowers
*D. Encourage a policy of superpower bilateral non-intervention

* denotes correct answer

Written Response

Figure 2 below shows the written-response questions that appeared on the Social Studies 30 Diploma Examination. Students were required to write on only one topic. The marking criteria and guidelines were identical for both questions.

Figure 2
Written-Response Questions

TOPIC A
ESSAY ASSIGNMENT

Some governments believe that certain key industries in an economy should be nationalized (purchased and run by the state). Public ownership of atomic energy in Sweden and the coal industry in Great Britain provide examples of such government nationalization. Other governments oppose this idea. Rather, they believe that resource and energy industries should be privately owned and that financially troubled key industries should be given government assistance instead of being taken over. Examples of two governments that favor such action are those of Japan and the United States.

Write an essay on the issue: SHOULD THE CANADIAN GOVERNMENT INCREASE ITS OWNERSHIP OF KEY INDUSTRIES?

TOPIC B
ESSAY ASSIGNMENT

Since 1945 a number of nations have developed and deployed nuclear weapons systems. The U.S.A., the U.S.S.R., and France currently possess nuclear weapons and their delivery systems. Other nations resist the nuclear option and refuse to contribute to the development of nuclear weapons systems. Nations such as Sweden, Austria, and Japan provide examples of this position.

Write an essay on the issue: SHOULD CANADA CONTRIBUTE TO THE DEVELOPMENT OF NUCLEAR WEAPONS OR THEIR DELIVERY SYSTEMS?

MARKING CRITERIA AND GUIDELINES

Your essay will be graded according to how well you do the following:

- Explain the issue by stating its importance and by describing two competing value positions underlying the issue.	(5 marks)
- Describe an action taken by a country other than Canada in dealing with the same issue, and evaluate both the effectiveness and the desirability of the action taken by this country. (Select an example from above or from your knowledge of social studies.)	(10 marks)
- State what position you would have Canada take on the issue and defend this position.	(10 marks)
Marks allotted to content of the essay	25 marks
Marks allotted to quality of language and expression	5 marks
TOTAL	30 marks

CHAPTER 3

ADMINISTRATION OF THE EXAMINATION

In December 1983, the Student Records and Computer Services Branch of Alberta Education received Confirmation of Registration lists from principals of all high schools in Alberta with students registered in Grade 12. Principals were asked to verify the registration of students in diploma examination courses within their schools and to indicate any changes in registration that might have occurred. These verified lists allowed Alberta Education, through the Student Evaluation Branch, to estimate numbers of examinations required for each diploma examination course for each school. It also allowed answer sheets and scoring sheets to be prepared with student and school identification information.

Also in December 1983, each superintendent and high school principal was sent a copy of the document entitled *Guidelines and Procedures for Administering the Grade 12 Diploma Examinations: January 1984 Administration*. This document included explanations of the duties and responsibilities of the various parties involved in administering the examinations (the school jurisdiction, the school principal or Chief Presiding Examiner, and the Presiding Examiner). In addition, information about security of the examinations, confidentiality of students' answers, exceptional cases, and examination rules was included.

After the examinations had been printed, they were placed in school packages by subject according to the Confirmation of Registration list that had been verified by the principal. Each school was sent an extra number of examinations -- approximately 10% more than the list indicated.* This allowed for changes in registration and provided for mature students (i.e., those persons at least 19 years old as of September 1, 1983, who had been out of school for at least eight consecutive months after their 18th birthday). Mature students were allowed to write any diploma examination for 100% of the final mark without being currently enrolled in the course.

A package of verified copies of the diploma examinations was also prepared for each Chief Presiding Examiner (high school principal). In addition, kits for the Chief Presiding Examiners (one per school) and Presiding Examiners (approximately one for each 30 students in the school) were prepared. The Chief Presiding Examiner's kit and the Presiding Examiner's kit contained specific instructions necessary to ensure reliable administration of the examinations. These kits also contained a copy of the Examination Rules.

All of this material -- the packages of examinations, the verified copies, the kits for the Chief Presiding Examiners and Presiding Examiners -- was sent to the central office of each school jurisdiction in Alberta in early January 1984 for dissemination to schools.

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* All high schools with students registered in Grade 12 received a minimum of three extra copies of each diploma examination to be kept on file in the school for review by teachers and students.

School jurisdictions were responsible for delivering examination materials to schools before the administration dates. School jurisdictions were responsible for keeping the examinations secure prior to administration and for supervising the collection of examination materials from schools after administration.*

Examinations were returned to Alberta Education in the following manner. School jurisdictions in Zones 1, 4, 5, and 6 returned materials as directed by their Regional Offices of Education. Jurisdictions in Zones 2 and 3 returned materials directly to the Student Evaluation Branch receiving area at the Legislature Annex, 9718 - 107 Street, Edmonton. At the Legislature Annex, the examinations from each school were checked against the school's List of Candidates and prepared for marking.

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* Grade 12 diploma examinations written by students enrolled in category 1 private schools were administered through their Acting Superintendents -- usually Regional Office of Education personnel.

CHAPTER 4

SCORING OF WRITTEN RESPONSE

Selection of Markers

The written-response section of the January 1984 Social Studies 30 Diploma Examination was marked by 162 Social Studies 30 teachers, who were recommended by their superintendents and appointed by the Student Evaluation Branch. Markers were selected from all regions of the province. To qualify as a marker, a teacher had to have taught Social Studies 30 for two or more years, be currently teaching Social Studies 30, and have a valid Permanent Professional Certificate. Student papers were scored from February 6 to 8 at the marking centre in the Legislature Annex, Edmonton.

Training

On Saturday, February 4, 1984, a group of 30 markers who had been designated as group leaders were trained in the use of the scoring criteria (see Table 4, page 18). Papers representing different quality levels of student writing, selected by a committee of teachers and Student Evaluation Branch staff from a representative sample of 1300 student papers, were presented to the group leaders. These were reviewed by the group leaders, and a final selection of "rangefinders" was made. Along with brief rationales, they were then presented to the entire group of markers on February 6 as exemplars for each of the scoring criteria.

On Monday, February 6, 1984, all 162 markers assembled at the Legislature Annex. After Student Evaluation staff had distributed and explained the scoring criteria and marking procedures, the markers were organized into 28 groups. The group leaders presented and discussed the sample papers. Two student papers were then distributed and scored by all markers, and the scores assigned were compared with the scoring criteria to ensure that everyone was marking to the same standard.

Marking

Following the training session, markers began independent marking of student papers. Each paper was marked by three different markers.

Before papers were delivered to markers, student identification was removed and the papers placed randomly in bundles of ten. When scoring any paper, the marker had no way of knowing the identity of the student who wrote it. Markers were instructed to refer to their group leader any paper in which the student's identity was suspected.

Social Studies 30 Diploma Examination: Table 4
Summary of Descriptors and Criteria for Scoring

DIMENSION	EXCEPTIONAL (5)	PROFICIENT (4)	SATISFACTORY (3)	LIMITED (2)	POOR (1)
EXPLANATION OF ISSUE	Demonstrates perception in stating the significance of the issue. Shows an insightful understanding of the dilemma inherent in the issue through a thoughtful description of two competing value positions related to the issue.	Clearly states the significance of the issue. Identifies some of the critical features of the two value positions related to the issue and explains how they are in competition with each other.	States or implies the significance of the issue. Adequately describes two competing value positions related to the issue.	Restates the issue, but shows uncertainty or vagueness in describing the importance of the issue and in describing the underlying value positions. The value positions stated may not be clearly related to the issue.	Statement of the importance of the issue and description of two value positions is inaccurate or incomplete.
DESCRIPTION AND EVALUATION OF AN ACTION	Perceptively describes an appropriate and carefully selected example of an action taken to deal with the issue. Presents a comprehensive and insightful evaluation of the impact of this action. Arguments are logical and well supported. The evaluation of the desirability of the action reflects an understanding of higher-order value principles.	Clearly describes a well-chosen example of an action taken to deal with the issue. Presents a clear evaluation of the impact of this action. Arguments are logical and supported. In evaluating the desirability of the action, reference is made to one or more value principles.	Adequately describes an action taken to deal with the issue. Presents an acceptable evaluation of the impact of this action by considering both the practicality and desirability of the action. There may be minor logical inconsistencies or somewhat incomplete supporting evidence. The evaluation of the desirability may be based only on personal feelings and attitudes.	Ambiguously and inaccurately describes an action taken to deal with the issue. Presents a restricted evaluation of the implications of this action, based on inconsistent arguments or minimal supporting evidence. An unsupported opinion may be expressed about the desirability of the action. Some attention is given to the practical considerations.	Incorrectly or incompletely describes an action taken to deal with the issue. Evaluation is based on unrelated arguments or is inadequately or incorrectly supported. No attempt is made to evaluate the practicality or the desirability of the action.
PRESENTATION AND DEFENCE OF POSITION	Presents a thoughtful statement of position. The defence is based on convincing arguments and carefully selected supportive detail. The arguments are consistent with the point of view expressed throughout the essay.	Presents a clear statement of position. The arguments are well-considered and supported by appropriate evidence.	Presents an identifiable position and defends it with one or two supporting arguments. Specific examples are used to illustrate key points.	Presents a confused statement of position. The defence is based more on emotion than logic, and may not relate well to the issue. Specific examples used may contain inaccuracies.	Does not present a definable position, or states a position but makes little or no attempt to defend it.
QUALITY OF LANGUAGE AND EXPRESSION	The content is comprehensively organized. The writer's point of view is unquestionably evident throughout the work. The expression reveals a mature use of language structures, spelling, and vocabulary. Such writing demands respect.	The content is organized in such a way that the writer's point of view is clearly seen. The expression reveals good use of language structures, spelling, and vocabulary. Such writing prompts attention.	The content is organized in such a way that the writer's point of view is generally indicated. The expression reveals an awareness of, and attention to language structures, spelling, and vocabulary. Such writing is usually accepted as adequate.	The content is presented in such a way that the writer's point of view is vague. The expression reveals a lack of assurance in language structures, spelling, and vocabulary. Such writing communicates without satisfying the reader.	The content is disorganized or leaves in doubt the writer's point of view. The expression reveals faults in language structures, spelling, and vocabulary, and frustrates the reader.

* Zero is a special category. It is not an indicator of quality. It should be assigned to papers that are blank or totally illegible, or that fail to address the dimension being scored.

Reliability Reviews

Reliability of results was of prime concern during the marking sessions. Because of this, reliability review sessions were conducted twice daily, at 10:00 a.m. and at 2:00 p.m. At these sessions, all markers were given identical sets of two papers. They independently read and assigned marks to the two papers, and the group leaders recorded their marks. Each group then discussed the two papers scale by scale, with the discrepant or divergent markers on a particular scale opening the discussion. At the end of the reliability review, group leaders forwarded their recorded marks to Student Evaluation Branch personnel, who tallied all marks and posted the distribution of marks for that session. Group membership changed for the reliability review sessions on the second and third days.

To assist markers further with monitoring their own consistency in applying the scoring criteria, individual marker performance sheets were distributed. An example is provided in Appendix B, page 28.

Discrepant Papers

The computer was programmed to compare the three scores a student received on each scale and to assign the median mark as the final mark for that scale. For example, if the first marker awarded a particular paper a 3 for "Explanation of the Issue," the second marker a 2, and the third a 4, the computer would assign that paper the median mark of 3 for that particular scale. If the scores assigned by the markers diverged from the median by more than one scale point, the marking of that scale was considered to be discrepant for that paper. Discrepancy on one scale alone was not enough to require a fourth marking for any paper. If, however, a number of scales on a particular paper were discrepant, that paper was given a fourth marking. The fourth marker would read the paper and assign it a mark on those scales that were discrepant. Marks assigned during the fourth marking had to fall within the range of marks that had been established by the first three markers. If, for example, the first marker had awarded the paper a 1 on a particular scale, the second marker a 3, and the third marker a 3, the fourth marker could award the paper a 1, a 2, or a 3 on this same scale. The fourth marker could <u>not</u> go outside the set range of marks to assign the paper a 0, a 4, or a 5 on that scale.

CHAPTER 5

RESULTS AND OBSERVATIONS

Total Examination Results

The results for the total Social Studies 30 Diploma Examination are summarized in Table 5. Students scored higher on the multiple-choice section than they did on the written-response section. Students achieved an average of 45.2 marks out of 69 (65.5%) on the multiple-choice questions, and 16.3 marks out of 30 (54.3%) on the written-response question. The average mark for all students for the total examination was 62.3%, close to the target mean of 65.0%.

Table 5
Total Examination Results

	Mean	Standard Deviation
Total Examination	62.3	13.6
Part A: Multiple-Choice Questions	45.2	10.3
Part B: Written-Response Section	16.2	4.7

Standard test statistics indicate that the multiple-choice section of the examination has a satisfactory level of reliability for a test measuring the many knowledge and skill objectives of the social studies program. The KR-20 coefficient for the multiple-choice part of the examinaton was 0.879.

Standard-Setting

Every effort was made to design a Social Studies 30 diploma examination that would be a valid and reliable measure of what students can be expected to know as a result of instruction in this course. A specific standard or level of expectation inherent in the examination was established through careful test development procedures. To ensure that each form of examination administered in 1984 will be parallel to each other, the Student Evaluation Branch has adopted a process of standard-setting. One way to review the standards inherent in each examination is to involve classroom teachers in making judgments about the difficulty of the examination.

The teachers who served as group leaders and marked the written-response portion of the examination served as standard-setters. They reviewed the difficulty level of each multiple-choice question in terms of a borderline passing student (who merits 50%), a borderline "B" student (who merits 65%), and a borderline "A" student (who merits 80%). After teachers gave their initial judgments on question difficulty, they were given information about the actual distribution of students' examination marks. They were then given the opportunity to modify their judgments.

The actual distribution of marks for the multiple-choice part of the examination was very close to the number of A's, B's, and C's recommended by the teachers. More F's were awarded than recommended because the achievement on the essay tended to be poorer than on the multiple-choice section. For this reason, it was felt that the actual distribution for the total test expressed a more realistic standard.

Relationship Between Examination Marks and School-Awarded Marks

The averages for examination marks, school-awarded marks, and final blended marks were 62.3%, 64.5%, and 63.8% respectively. The percentages of students receiving A's, B's, C's, and F's is shown in Table 6.

Table 6
Percentage Distribution of A's, B's, C's, and F's

Letter Grade	Examination Mark	School-Awarded Mark	Final Blended Mark*
A (80-100%)	10.8	12.4	9.9
B (65-79%)	33.8	37.5	37.0
C (50-64%)	40.7	41.9	45.0
F (0-49%)	14.7	8.2	8.1
MEANS	62.3%	64.5%	63.8%

* These final blended marks include the marks of students who did not receive BOTH a school-awarded mark and a diploma examination mark for various reasons (see pp. 1 and 2).

The correlation between examination marks and school-awarded marks was 0.69, indicating that a moderate relationship exists between the two. It is normal to expect differences between the two marks because the examination score is limited to reflecting achievement only in those objectives in Social Studies 30 that can be examined by a paper-and-pencil test, while the school-awarded mark reflects achievement in participation skills and all other objectives of the course.

Results for Part A: Multiple-Choice Questions

The results for Part A: Multiple-Choice Questions are given in tables 7 and 8. Table 7 presents the results of Part A by reporting category. For Recall and Comprehension, all students scored an average of 22.2 items correct out a possible 32, or 69.4%. For Inquiry Skills, students averaged 3.7 items correct out of a possible 6, or 61.6%. For Inquiry Skills applicable to data gathering, students averaged 9.7 out of 17, or 57.0%. For Inquiry Skills applicable to decision-making, students averaged 4.1 out of 6, or 68.3%; and for Valuing, students averaged 5.4 out of 8, or 67.5%. Student performance was approximately equal on the multiple-choice items for topics A and B. On the 35 multiple-choice items dealing with topic A, the provincial average was 22.6, or 64.6%; on the 34 Topic B items, the provincial average was 22.6, or 66.5%.

Table 7
Results for Part A: Multiple-Choice Questions
(Raw Scores)

Reporting Category	No. of Items	Mean	Standard Deviation
Total Multiple Choice	69	45.2	10.3
1. Recall and Comprehension	32	22.2	5.2
2. Inquiry Skills: Focus on the issue and formulate research questions	6	3.7	1.4
3. Inquiry Skills: Gather, organize, analyze, evaluate, and synthesize data	17	9.7	3.2
4. Inquiry Skills: Resolve the issue, apply the decision, and evaluate the decision, the process, and the action	6	4.1	1.3
5. Valuing: Analysis, decision-making, and moral reasoning	8	5.4	1.6
6. Political and Economic Systems	35	22.6	5.2
7. Co-operation and Conflict Among States	34	22.6	5.8

Although performance in the different reporting categories appears to show some variation, caution is advised in comparing them. The sets of items that make up each reporting category were not selected to be equal in average level of difficulty. Thus, differences may be due to variations in item difficulty rather than in student performance. The norms are useful, however, in making comparisons with jurisdiction results.

Item Response Frequencies for Multiple-Choice Questions

Item response frequencies for all 70 items appearing in Part A: Multiple-Choice Questions are presented in Table 8.

Table 8
Item Response Frequencies

Item #	Key	Percentage of All Students Choosing Alternative				Item #	Key	Percentage of All Students Choosing Alternative			
		A	B	C	D			A	B	C	D
1	D	3	2	38	57	36	A	71	5	14	11
2	B	50	38	2	10	37	B	17	55	13	15
3	C	7	11	67	15	38	C	8	5	66	21
4	B	5	90	3	2	39	A	74	13	7	5
5	C	1	2	66	31	40	C	11	5	83	1
6	A	86	7	3	4	41	C	18	7	61	15
7	A	78	7	9	6	42	B	31	55	7	7
8	B	9	65	15	11	43	D	12	5	7	76
9	D	15	19	20	46	44	A	63	4	6	27
10	B	11	75	5	9	45	D	27	27	5	42
11	B	17	67	8	8	46	C	7	33	54	7
12	B	12	77	6	5	47	A	71	9	8	12
13	A	90	6	3	2	48	C	7	16	60	17
14	D	6	16	10	68	49	D	4	14	3	80
15	C	14	30	45	11	50	D	9	6	7	79
16	A	62	17	17	4	51	A	75	7	6	12
17	D	5	19	43	33	52	A	59	19	9	12
18	D	1	2	5	91	53	C	12	18	54	17
19	B	35	50	6	9	54	B	11	54	13	22
20	A	72	12	6	10	55	C	7	16	37	40
21	C	9	30	52	9	56	C	5	2	88	5
22	B	1	87	6	7	57	D	16	3	5	75
23	A	55	5	21	19	58	D	6	4	8	82
24	A	70	9	15	6	59	A	69	10	10	10
25	B	2	60	28	11	60	B	14	71	4	12
26	D	4	13	12	71	61	C	11	9	79	1
27	B	5	78	11	5	62*	D	13	23	15	48
28	B	22	48	13	17	63	A	53	18	15	14
29	B	5	62	30	3	64	C	16	15	56	13
30	C	28	17	49	6	65	B	3	57	20	20
31	A	74	11	7	7	66	D	19	4	13	64
32	D	11	10	9	69	67	D	11	4	6	80
33	C	23	8	46	24	68	C	13	7	57	23
34	A	60	18	20	2	69	B	8	78	9	4
35	D	8	14	25	53	70	D	4	3	3	90

N = 7209

* Item 62 was deleted from the examination because of a printing error in the source material presented with the item.

Totals may not add to 100 due to rounding.

Discussion of Selected Items

Item 7 appeared on the examination as follows:

A central planning authority would MOST likely be found in a

A. public enterprise economy
B. private enterprise economy
C. mixed economy
D. traditional economy

Table 8 shows that 78% of the students chose alternative A, the keyed answer; 7% chose alternative B, 9% chose alternative C, and 6% chose alternative D. This item was found to be not difficult.

Items 2 and 17 are of special note according to the item response frequencies. In item 2, a large number of students chose alternative A rather than the keyed answer. Students may have selected it because the word "freedom" appears in both the stem and alternative. In item 17, alternative C was selected by more students than the keyed answer. Students choosing this alternative appear not to have read the passage closely enough.

Results for Part B: Written Response

The results for Part B: Written Response are shown in Table 9. For Explanation of the Issue, 52.4% of the students scored Satisfactory or better (received scores of 3, 4, or 5), and 46.4% of the students scored Limited or Poor (received scores of 2 or 1). For Description and Evaluation of an Action, 55.0% of the students scored Satisfactory or better, and 41.9% scored Limited or Poor. For Defence of a Position, 63.1% of the students scored Satisfactory or better, and 36.1% scored Limited or Poor. For Quality of Expression, 79.7% scored Satisfactory or better, and 19.8% scored Limited or Poor. 5.7% of the students produced essays in which one or more categories were considered to be insufficient for marking or were off-topic. More students chose to write on Topic B in the written-response section than on Topic A. Of the 7209 students who wrote the examination, 2668 (37.0%) chose to write on Topic A, and 4518 (62.7%) chose to write on Topic B. Twenty-three students who completed the multiple-choice section did not write an essay.

Table 9
Results for Part B: Written-Response Section

Subtests	Percentage Distribution of Scores					
	0	1	2	3	4	5
Explanation of the Issue	1.2	12.7	33.7	34.1	15.7	2.6
Description and Evaluation of an Action*	3.2	10.2	31.7	38.1	14.8	2.1
Defense of Position*	0.8	4.8	31.3	46.7	14.5	1.9
Quality of Expression	0.5	2.0	17.8	60.5	17.7	1.5

* These scales are weighted by a factor of two to provide an overall total of 30 marks.

Summary of Observations

Student achievement on the multiple-choice section of the examination was satisfactory. According to test developers and markers, the level of achievement on the essay assignment, however, was lower than expected. Marks tended to be low in this part of the examination because students did not explain the nature and significance of the assigned issue very well, nor did they describe as fully as required an example of a foreign policy or action taken by a nation on the issue. While the quality of language and expression was satisfactory, the content development was limited.

APPENDIX A
SOCIAL STUDIES 30 SCORING SHEET

CHECK THE FOLLOWING NUMBERS:

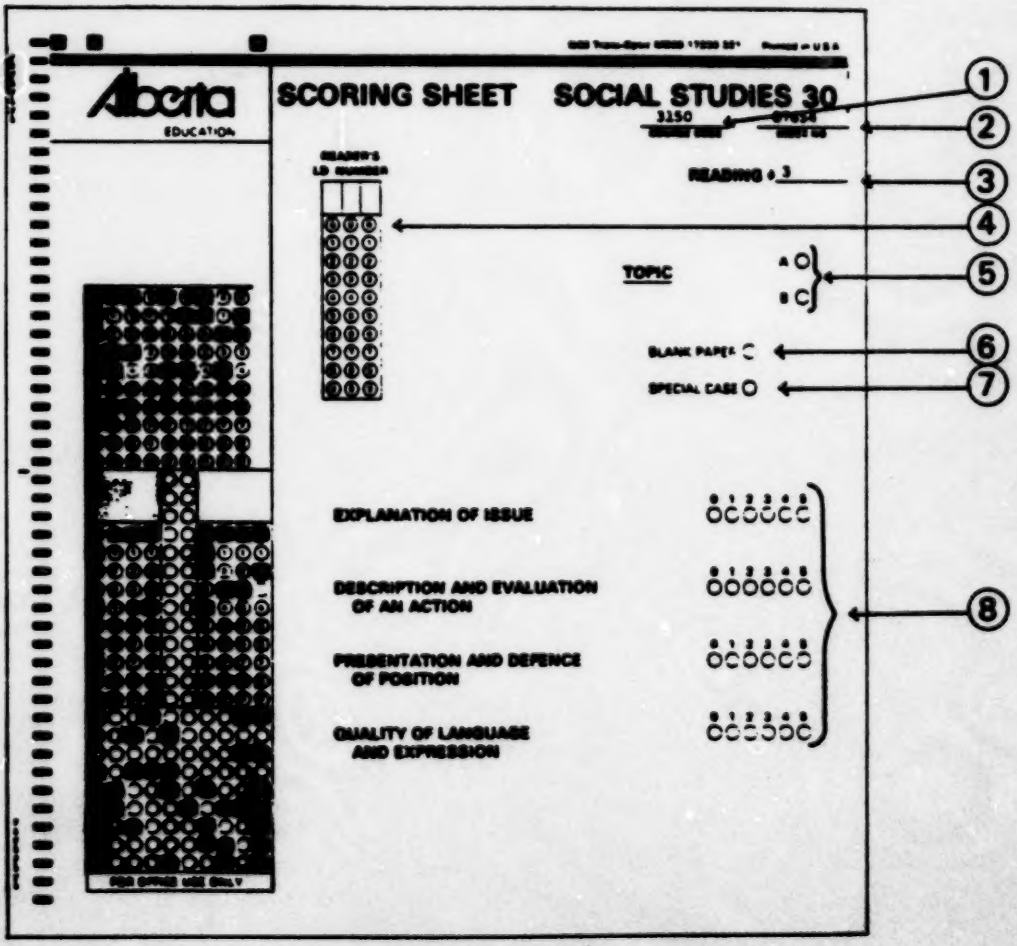
1. Course code - 3150
2. Index number - number on the scoring sheet must match the number on the examination booklet
3. Reading number - 1, 2, or 3, which will correspond with the marker entry on the back of the examination booklet

ENTER THE FOLLOWING INFORMATION:

4. Reader's ID number - enter the number and fill in the circles
5. Topic A or B - as indicated by the student
6. Blank paper - fill in circle and submit to head marker
7. Special cases - fill in circle and submit to head marker

STUDENT SCORES:

8. Mark the paper and enter scores on the scoring form under the appropriate dimension.



INDIVIDUAL MARKER FINAL PERFORMANCE REPORT - SOCIAL STUDIES 30

DATE: 20/ 3/84

MARKER: 300

NUMBER OF PAPERS SCORED: 128 AVERAGE FOR ALL MARKERS: 124.
PERCENT OF PAPERS REQUIRING RESCORING: 3.9% AVERAGE FOR ALL MARKERS: 4.0%

THE FOLLOWING TABLES WILL ALLOW YOU TO COMPARE THE SCORES YOU HAVE GIVEN TO THE PAPERS YOU HAVE SCORED TO THE AVERAGES FOR ALL MARKERS ON ALL PAPERS SCORED. THE FIRST TABLE SHOWS THE FREQUENCY OR PERCENT WITH WHICH YOU AWARDED SCORES IN EACH CATEGORY FOR EACH MARKING SCALE, AND THE PERCENTAGE OF ALL SCORES FROM ALL MARKERS FOR THE SAME CATEGORY. SINCE A DIFFERENT SELECTION OF PAPERS WAS MARKED BY EACH MARKER, SOME VARIATION IS EXPECTED.

SCALE BY SCALE CATEGORY FREQUENCIES IN PERCENT

SCALE NAME		0	1	2	3	4	5
EXPLANATION OF ISSUE	ALL MARKERS	2.6	15.0	29.9	31.1	14.7	4.7
	MARKER 300	1.6	24.2	25.8	31.3	14.8	2.3
DESCR. & EVAL. OF ACT	ALL MARKERS	3.9	12.2	29.7	34.1	14.0	4.0
	MARKER 300	4.7	14.1	32.0	25.8	21.9	1.6
PRES. & DEF. OF POS.	ALL MARKERS	1.2	7.6	30.1	41.8	15.6	3.6
	MARKER 300	1.6	10.9	31.3	35.9	18.8	2.3
QUAL. OF LANG. & EXP.	ALL MARKERS	0.6	3.6	20.1	53.2	19.2	3.3
	MARKER 300	0.8	1.6	24.2	46.1	21.9	6.3

For the Explanation of Issue scale, 15.0% of all marks awarded were 1's, 29.9% were 2's, and 31.1% were 3's. Marker 300 gave fewer 2's (25.8%) and approximately the same number of 3's (31.3%), but more 1's (24.2%). Either Marker 300 tends to be a harder marker or Marker 300 marked a weaker group of papers (see below).

THE SECOND TABLE INDICATES THE AMOUNT AND DIRECTION OF VARIATIONS FROM THE FINAL SCORE ASSIGNED TO A PAPER ON EACH SCALE. ON THIS TABLE, MARKERS ARE COMPARED TO OTHER MARKERS ON THE SCORES THEY ASSIGNED TO PAPERS MARKED IN COMMON. A NEGATIVE DISCREPANCY IS A SCORE BELOW THE FINAL SCORE.

SCALE BY SCALE FREQUENCIES OF MARKER VARIATION FROM MEDIAN IN PERCENT

SCALE NAME		-5	-4	-3	-2	-1	0	1	2	3	4	5
EXPLANATION OF ISSUE	ALL MARKERS	0.0	0.0	0.6	2.6	15.3	63.6	15.3	2.0	0.6	0.0	0.0
	MARKER 300	0.0	0.0	0.0	0.0	19.5	68.0	10.9	0.0	0.0	0.0	0.0
DESCR. & EVAL. OF ACT	ALL MARKERS	0.0	0.0	0.1	1.2	15.0	65.4	15.3	2.1	0.6	0.0	0.0
	MARKER 300	0.0	0.0	0.0	1.2	14.1	65.2	18.8	0.0	0.0	0.0	0.0
PRES. & DEF. OF POS.	ALL MARKERS	0.0	0.0	0.1	1.5	15.6	67.1	14.5	1.5	0.1	0.0	0.0
	MARKER 300	0.0	0.0	0.0	0.0	10.4	72.7	9.4	0.0	0.0	0.0	0.0
QUAL. OF LANG. & EXP.	ALL MARKERS	0.0	0.0	0.0	0.2	13.0	71.9	13.5	0.0	0.0	0.0	0.0
	MARKER 300	0.0	0.0	0.0	0.0	7.8	79.7	11.7	0.0	0.0	0.0	0.0

For the Explanation of Issue scale, 63.6% of the time, all markers gave the median mark of the three marks awarded. They gave marks 1 below the median 15.3% of the time, and marks 1 above 15.3% of the time. Marker 300 was on the median 68.0% of the time, 1 below 19.5% of the time, and 1 above 10.9% of the time. Marker 300 tended to vary from the median less often than average, but was more likely to vary in the low direction than in the high direction. On the average, it seems that Marker 300 was a harder marker than the other markers of these papers.